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17. ABSTRACT (MAX. 250 WORDS)

Summer school programs conducted in several centers for children of migrant parents in New York State were described. Attendance was excellent throughout the six-week period. A child care center and transportation were provided. The budget for the several centers varied with size, program, and specific problems. Emphasis was placed upon basic skills in language arts and arithmetic. Programs in art, crafts, music, physical education, and health education and habits were taught by the school nurse. Increased effort to promote good citizenship and the ability to get along with others was made. Trips, assemblies, swimming instruction, and other activities strengthened the several programs. A close relationship among parents, growers, and the public, helped to promote the program.

Continuing concerns of the summer schools for migrant children include: development of a philosophy for elementary summer schools for migrants; recruitment of students early enough to assure a near quota on opening day; development of suitable materials, experiences and activities; continuous contact with growers, crew leaders, parents, and interested agencies, to maintain interest in the schools; discovery of individual needs as early as possible and provisions for them; effective integration of schools and child care centers; improved communications between migrant schools; effective follow-up of migrant students when the regular schools open.

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The University of the State of New York
The State Education Department
Division of Elementary Education
Bureau of Elementary School Supervision
Albany 1

Report of the 1962 Summer School Program

For

Children of Migrant Parents

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
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WALTER CREWSON
ASSOCIATE COMMISSIONER FOR
ELEMENTARY, SECONDARY
AND ADULT EDUCATION

January 1963

The following Report of the 1962 Summer School Program for Children of Migrant Parents describes the seventh consecutive year of New York State's active concern with this pressing problem. It was prepared by the Bureau of Elementary School Supervision which is responsible for the administration of the above project.

The report should be helpful to those schools which are already trying to meet the total needs of these deprived children. It should also aid those districts which are planning to accept such responsibility in the coming year.

Walter Crewson

WALTER CREWSON

J 0615

Report of the Summer School Program
for
Children of Migrant Parents
1962

Plans for the seventh series of summer schools for the children of migrant parents sponsored by this Department were delayed due to the uncertainty of funds under the new Diefendorf Plan. Plans for a pre-session workshop with interested schools were canceled and definite agreements to operate these schools were postponed until shortly before it was time to open the schools. Sponsoring school districts were reluctant to proceed unless the funds were available. Under the existing plan, all allowable expenses for these schools are paid by the State. The total cost to the State for the 1962 program was $49,373.28.

Announcement of the availability of funds resulted in the opening of ten schools for migrants, an increase of one with an enrolment surprisingly higher than in the previous years. The number might have been even higher had not a serious drought retarded the arrival of farm workers in some areas.

School	County	No. of Classes	Enrolment	ADA
*Clinton	Oneida	3	43	32
Hannibal	Oswego	1	12	8
**Marlboro	Ulster	2	29	15
North Rose	Wayne	3	54	34
*Sherburne	Chenango	2	36	28
*Sherrill	Oneida	2	27	21
**Sherwood	Cayuga	3	58	42
Warwick	Orange	2	39	25
*Westmoreland	Oneida	3	42	33
West Winfield	Herkimer	2	31	23
			371	261

*Indicates centers in which a child care unit was also operated
**Indicates new centers in 1962-63

Comparative enrolments for the past five years show:

1958 -- 98 pupils
1959 -- 135 pupils
1960 -- 277 pupils
1961 -- 350 pupils
1962 -- 371 pupils

The per cent of attendance for the ten schools was 86.4 and ranged from 78.5 to 96.2 for individual schools. Ninety-four of the 371 pupils enrolled had perfect attendance for the six weeks period.

The plan of locating a child care unit at the school center was extended to four such centers in 1962: Clinton, Sherburne, Sherrill, and Westmoreland. Adjustments were made which resulted in mutual benefits to both the migrant school and the child care center. For example, some financial benefits were possible. The same bus provided transportation. The same cook served both groups. In some situations the child care center provided a trained recreation worker to conduct a supervised play period at the conclusion of the school day. Since the child care center starts functioning early in the day, the transportation schedule and starting of school had to be adjusted. On the other hand, a child care center obviates the need for school age children to remain in the camp as baby sitters; they are thus free to attend school. The child care center rooms were removed as far as possible from the school room area to avoid distraction.

The budget for the several centers varied with their size, program, and specific problems. The following budget for a two class center is fairly typical and should prove helpful to any school in planning such a project:

Budget
Summer School for Migrant Children (two classes)

Local supervision (including attendance and public relations)	$ 400.00
Classroom teachers -- 2 @ $675	1350.00
*Assistant teachers or aides -- 2 @ $300	600.00
Music teacher (part-time)	120.00
Art and Craft (part-time)	120.00
Physician	100.00
Nurse	300.00
Cafeteria help	200.00
Custodian	150.00
Total personnel services	$3340.00
Social security and retirement	$ 600.00
Transportation (including driver)	400.00
Food	250.00
Instructional supplies (books, paper, art and craft materials, films, tests, etc.)	200.00
School service and utilities	90.00
	$4880.00

*Helpful when classes regularly exceed 15-20

The above budget should not include costs or salaries for services which a district would normally meet during the summer if no migrant school was operated.

Continued emphasis was placed on basic skills in language arts (reading, oral and written English, and spelling) and arithmetic. In addition, programs in art, crafts, music, physical education, and health understandings and habits taught by the school nurse were carried out. Increased effort was made to promote good citizenship and the ability to get along with others. Trips, assemblies, swimming instruction, and other activities strengthened the several programs.

Close relationship with the parents, growers, and the public helped to promote the program. An evening open house for parents was a definitely effective public relations tool for most centers.

Increased emphasis was placed on the health program by teaching proper diet, cleanliness habits, care of teeth, medical examination and follow-up. As usual, the rest periods, snacks and lunches were valuable factors in the health program. The attending nurse rendered invaluable aid through follow-up work, arranging inoculations and in obtaining the cooperation of local health, social and welfare agencies. In some cases the nurse assisted effectively as an attendance worker.

The majority of the centers operated a six weeks term, the dates of which varied to coincide as nearly as possible with the arrival and departure of the migrant families. The following daily schedule is fairly representative:

Morning Session	Activity
8:00	Bus starts morning run
9:00 - 9:30	Opening exercises, snack, story time
9:30 - 10:30	Language arts - group and individual
10:30 - 11:00	Organized play - outdoors or in gym
11:00 - 11:45	Arithmetic
11:45 - 12:15	Lunch
Afternoon Session	
12:15 - 1:00	Supervised play
1:00 - 1:45	Social Studies and science (alternately)
1:45 - 2:00	Recess
2:00 - 2:30	Art and music (alternately)
2:40	Bus departure

In some situations, the school children joined the child care recreation program until it was time for all children to be returned to the camp.

The State supervisor responsible for the administration of the migrant schools attended the Migrant Education Workshop at Adams State College, Alamosa, Colorado, from July 16-27, 1962. This workshop was offered by the college in cooperation with the Colorado State Department of Education and supported by the Migrant Children's Fund, Inc., of Pleasantville, New York, together with State and Federal Agencies. The aim of the workshop was to find specific feasible means to meet the prsently neglected needs of migrant children. Plans will be made to hold a spring meeting of migrant school representatives prior to the opening of our summer migrant schools at which time some of the applicable information concerning the workshop findings can be explored.

The above workshop continually stressed the need for follow-up work in meeting the educational needs of migrants. This involved not only more adequate transfer of records but what is done for our summer school students who remain in the school district during the first two months when regular schools are in session. In recent years some 2000-3000 school age migrants are in the area during September and October. One of our concerns should be to insure the adequate continuance of our migrant pupils' education when the area public schools open. This involves a census, the pupil's enrolment, proper grade placement, and a demonstrated interest in his total welfare. The summer migrant school staff can do much to bring these things about.

Our Continuing Concerns

1. Development of a philosophy for elementary summer schools for migrants and orientation of the staff in regard to it.

2. Recruitment of students in sufficient time to assure a near quota on opening day.

3. Development of materials, experiences, and activities suitable for carrying out the program.

4. Continuous contact with growers, crew leaders, parents, and interested agencies to maintain interest in the schools.

5. The discovery as early as possible of the individual needs of the pupils and the beginning of the program to meet them.

6. More effective integration of schools and child care centers.

7. Improved communications between migrant schools for mutual help and improvement.

8. A more effective follow-up of migrant students when the regular schools open.

Conclusion

It would appear that several new school centers will be added in the summer of 1963. The new total may be 12 or more. With this in mind, a budget of $55,000 should be provided.

Werner H. Ruef
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